UC | Chile

UC Interculturality Program

October, 2022

UC Interculturality Program

PRESENTATION OF THE REPORT

Dear university community,

We are pleased to present the **UC Interculturality Program**. This initiative is born from the conviction that the university has the responsibility and the conviction to promote a profound cultural change in our university environment, which contributes to recognize and value interculturality as a central aspect of our work.

By interculturality we understand the respect and promotion of cultural diversity under the assumption of a common recognition of human rights and the dignity that each person possesses regardless of their people of origin, gender, age, territorial belonging, and religion. Interculturality thus presupposes that cultures and the people who belong to them are enriched through the contact that is established between them. It considers exchange, dialogue, and positive interaction to be critical elements of a pluralistic society.

Given the fundamental role we play as a university entity of the Church in the training of people, the generation and transference of knowledge, and the promotion of new generations of leaders for the country, this challenges and motivates us to strengthen our work in this area, to lay the foundations of a plural university community, and to contribute to the development of a more friendly, just, and inclusive society. This is why, starting in 2021, we have been gradually implementing the UC Interculturality Program through the design and articulation of a set of strategic initiatives linked to the university's development plan.

This program has been developed by 84 people of all levels of the university community, including the 18 faculties, the Villarrica Campus, the UC College program, the Center for Intercultural and Indigenous Research (CIIR), the UC Pastoral, and professionals from all vice rector's offices and bodies of the University's Senior Leadership.

We thank all of them for their enormous commitment and dedication to develop this program, which is aimed at our entire university community, students, academics, professionals, and administrative staff.

We invite our entire university community to be part of this new initiative in the hope that it will help us grow as an institution at the service of the Church and our country.

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1.
EXECUTIVE SUMMARY

In recent years, Chile has increasingly diversified its cultural matrix, which today is made up of around 20% of the population that self-identifies as belonging to an indigenous people or with a migrant community (12% and 8% respectively). This historic moment that Chile is living has challenged all institutions in the country, including higher education institutions in the country to promote initiatives aimed at promoting recognition, intercultural dialogue and decision-making related to these communities. Given the fundamental role we play in education, knowledge creation, and the preparation of new leaders for the country, this cultural shift challenges and motivates us, as a church and university community. We are dedicated to strengthening our work in this area, to lay the foundations of a plural and diverse university community, and to contribute to the development of a more friendly and inclusive society.

Therefore, starting in 2021, we have promoted the UC Interculturality Program, aimed at recognizing and valuing interculturality as a central aspect of our university work. By interculturality we understand the respect and promotion of cultural diversity under the assumption of a common recognition of human rights and the dignity that each person possesses regardless of their place of origin, gender, age or religion. Interculturality thus presupposes that cultures and the people who belong to them are enriched through the contact that is established between them. It considers exchange, dialogue, and positive interaction to be a critical element of a pluralistic society.

This program, aligned with the 2020-2025 Development Plan, was developed by members of all levels of the university community, including the eighteen faculties, the Villarrica Campus, UC College, and bodies of the University's Superior Direction and the Center for Intercultural and Indigenous Research (CIIR). The program is structured around six strategic initiatives. In order to increase the cultural diversity of the university, reduce the gaps and risk of segregation of young people belonging to Indigenous peoples and migrant groups in our country, the "Admission" initiative will promote a significant increase in the enrollment of students with an intercultural profile. Secondly, the "Accompaniment and tutoring" initiative will favor learning both from the academic point of view and integration into university life. The "Academic Seedbed" aims to cultivate academic talents with an intercultural profile for their future incorporation into academic careers. The "Strengthening of PhD programs", the fourth initiative, will seek to enhance the intercultural dimension in the doctoral programs of our university, by increasing student diversity and the visibility of intercultural research conducted by our UC doctoral community. The fifth initiative, "Academic Insertion", aims to incorporate academics with these profiles into our university to strengthen cultural diversity. Finally, the "Welcoming and Institutional Culture" initiative will be a central axis to prepare the university community through the creation of meeting spaces in the social, academic, and artistic fields that promote a positive intercultural university coexistence on our campuses.

The set of activities associated with each of the strategic initiatives detailed below will be analyzed and prioritized annually according to the budgetary guidelines and resources established by the university's senior leadership. The program will gradually unfold, ensuring adequate integration with the work of with the senior leadership, faculties, schools and campuses.

2.
THE VATICAN'S PERSPECTIVE ON THE INTERCULTURALITY PROGRAM

This program is based on apostolic letters and papal encyclicals, in which Pope Francis values and recognizes the importance of interculturality in today's society.

The Holy Father, in his message to the World Social Forum on Migration in Mexico (2018), invited the universal church, and society as a whole, to tune into the importance of welcoming, protecting and integrating the world´s different peoples.

Inspired by this notion, this program seeks to establish dialogue and mutual respect, necessary to achieve harmonious coexistence among the different communities, both in our university community and in Chile. As the Pope states in his apostolic exhortation, *Beloved Amazonia:*

> *Starting from our roots, let us sit around the common table, a place of conversation and of shared hopes. In this way our differences, which could seem like a banner or a wall, can become a bridge. Identity and dialogue are not enemies. Our own cultural identity is strengthened and enriched as a result of dialogue with those unlike ourselves. Nor is our authentic identity preserved by an impoverished isolation. (Beloved Amazonia, Pope Francis, 2019: 37)*

The above challenges us as a church and university community, from our role in the training of people, and in the creation and generation of knowledge, to strengthen the work previously done in this area; to lay the foundations of a plural, diverse university community dedicated to the care of the common home; to contribute to the development of a more friendly and inclusive society, as Pope Francis points out in his encyclical, *Laudato Si:*

> *"There is a need to respect the rights of peoples and cultures, and to appreciate that the development of a social group presupposes an historical process which takes place within a cultural context and demands the constant and active involvement of local people from within their proper culture. Nor can the notion of the quality of life be imposed from without, for quality of life must be understood within the world of symbols and customs proper to each human group." (Encyclical Laudato Si, Pope Francis, 2015: 113)*

Taking into consideration the Pontiff´s vision, the interculturality program presented below aims to generate and gradually implement a set of initiatives over the next few years that will promote greater social inclusion of cultural groups that have had less presence in the academic community for a variety of reasons. In particular, members of native peoples and tribes of Chilean African descent, on the one hand, and members of migrant groups, on the other. The interculturality program aims to recognize and value diverse cultural groups considering their different histories, social relationships, life trajectories, worldviews, and expectations.

However, the program also seeks to promote interculturality in a broader sense, where the cultural diversity of students, academics, researchers, and staff from different regions of the world who are part of the university community is recognized. In this context, efforts will be made to strengthen cultural diversity as part of the university´s identity and value the diverse cultural matrix that characterizes Chilean society. Therefore, we expect that this program will promote a significant cultural change in our university environment, which will recognize and value interculturality as a central aspect of our university institution.

Along with promoting the social mobility of historically underrepresented groups, we hope that this program contributes to reflect on our role, in its form and content, in our way of connecting, giving and receiving. Interculturality offers us the opportunity to live a transformative experience in our ability to listen, in openness to new knowledge and in mutual learning between different cultures: from the way we teach and research, to our social ties inside and outside of our university community Interculturality, then, opens the way for the transformation of the understanding of the world from its different cultures and respective dimensions.

3.
NATIONAL CONTEXT

Both the 2017 National Socio-Economic Characterization Survey (CASEN) and the Census of the same year reveal a sustained and accelerated increase in the size of the population that self-identifies as belonging to a native population. Going from 4.4% in the mid-1990s, to 9.5% in 2017 in the CASEN and 12.4% in the Census. Approximately 80% of this population self-identifies as Mapuche, followed by a sizable proportion of people who self-identify as members of the Kaweskar, Yagán, Aymara, Quechua, Atacameño, Likan Antai, Colla or Diaguita or Rapa Nui tribes. We should also consider those peoples that have been recently recognized or in the process of being recognized, such as the Chango and Selk'nam peoples.

Throughout history and to this day, many people belonging to indigenous peoples experience significant income, education and health gaps with respect to the rest of the people living in Chile, despite the considerable local economic development has been considerable over the last decades. Evidence reveals that the exclusion of Indigenous peoples is not only a social problem related to poverty and inequality, but it is also related to a demand for recognition, rights, and intercultural integration in different areas of life in society (González, Carvacho and Jiménez-Moya, 2021). However, currently 78% of young people who self-identify as part of a native population have completed secondary education and are qualified to access technical or university education, which represents a fantastic opportunity to influence the higher education system. Along with the above, current numbers indicate that currently, in the year 2022, 20.079 students are studying fourth grade (versus 14.157 in 2008); 12.5% of the applicants who took the PDT belong to an ethnic group (29.058 of a total of 231.859 applicants nationwide); and of the 29.058, only 42.7% were selected at a university (11.4% of the total number of applicants nationwide. This context presents itself as a great opportunity to generate changes in the higher education system.

In 2019, the Chilean Afro-descendant Tribal People was recognized by law, so that in the next national census, estimates of the percentage of the population that identifies with this ethnicity will be available, which will also be part of this program.

Regarding the migrant population living in Chile, the increase has been equally accelerated. While the 2002 Census data revealed that around 1.2% of the population in Chile were resident foreigners, this figure rose to 7.8% of the population in 2019, with recent flows coming mainly from Venezuela (30%), Peru (16%), Haiti (13%), Colombia (11%) and Bolivia (8.0%) according to the National Institute of Statistics (INE) and the Department of Foreigners and Migration of the Ministry of the Interior. It is estimated that these ethnicities currently amount to 1,492,522 people. Additionally, it has been revealed that nearly 60% of the migrant population is concentrated between 20 and 39 years of age, i.e., it is made up of young families that are beginning to have children and educate them in the country. Moreover, recent data show that the school performance of the migrant population in standardized tests is better than that of the local population, even though access to higher education is somewhat lower, which reveals the presence of possible entry barriers that should be addressed (see Aninat, I and Vergara, R. Editors, Immigration in Chile, CEP, 2020).

In summary, Chile has gradually transformed its cultural matrix, increasing its diversity with around 20% of the population that self-identifies with either a native population or recent migrant community. It is also expected that this figure will increase over time.

During 2021, the issue of interculturality gained visibility due to the election of representatives pertaining to native tribes for reserved seats in the Constituent Convention, a group tasked with writing a new constitution for Chile. The need to consider the worldviews, traditions, and ways of life of these peoples has been front and center during this historic moment that Chile is living, which has challenged all institutions in the country, including higher education institutions, to promote initiatives aimed at promoting recognition, intercultural dialogue and decision making of these communities. Given the fundamental role they play in educating people, creating knowledge, and ultimately, promoting new generations of leaders for the country, higher education institutions cannot remain oblivious to this purpose. Moreover, we have the responsibility to contribute decisively to a cultural change, where interculturality continues to develop as a central issue for the country.

4.
INSTITUTIONAL BACKGROUND

Today, higher education system faces a series of challenges, taking into account that a considerable number of young people from migrant communities or Indigenous peoples who graduate from secondary education come from secondary schools where quality education has not been guaranteed. This seriously affects their admission to the higher education system, generating educational segregation with the consequent risk of exclusion and perpetuation of access asymmetries and social mobility in these populations. In this sense, the guidelines that will be defined in the context of the present program , shall contribute to reduce this gap as well as the risk of segregation in our country and, on the other hand, promote a climate of interculturality throughout the university community and within its spaces of academic development.

Numbers obtained by the university indicate that in the last 4 admissions (2019-2022) 1.342 students have declared belonging to a native people. Currently, 4.2% of the total undergraduate enrollment states that they belong to a native people. At the same time, in the last 4 admissions, 525 students from other countries have enrolled at UC. In this sense, the guidelines that are defined within the framework of this program that is expected to be developed at the UC aim to contribute to reducing this gap and risk of segregation in our country and, on the other hand, to promote a climate of interculturality of transversally in the university community and within its academic development spaces.

4.1. Members of the UC I Chile community belonging to native peoples and migrant groups

The Office of Institutional Analysis has estimated that our university community is culturally heterogeneous.

In 2021 UC | Chile reported 1,334 students from other countries (509 in undergraduate, 391 in doctoral, 383 in master's, and 51 in postgraduate programs). This means, for example, that 28.8% of the PhD students are foreigners, as well as 10.5% of the master's degree students and 1.8% of the undergraduate students. In the case of undergraduate programs, foreign students come mainly from Venezuela (86), Peru (81), Argentina (78),

and Colombia (50). In PhD programs, foreign students come mainly from Colombia (121), Venezuela (53) and Ecuador (46).

With respect to the academic staff, UC currently employs 282 foreign professors (7.7% of the total staff). These professors come mainly from Argentina (45), Spain (27), United States (23) and Brazil (23). If only full-time academics are considered, this figure rises to 12.2%.

The professional and administrative staff includes 213 foreigners (139 professionals and 74 administrative staff members), which represents 5.1% of the total number of employees. When separated by type of staff, people from other countries account for 5.4% of the total number of professionals and 4.5% of the administrative staff. Of the 213 foreign employees working at UC | Chile, 87 are Venezuelan, 31 are Colombian, 16 are Peruvian and 12 are Argentinean.

Only since the 2018, have newly admitted students been asked about their identification with native populations. Today, 5.7% of them declare that they belong to a native people.

Finally, when analyzing the number of people with surnames of Mapuche origin (according to the Mapuche Data Project list), we can determine that 2.8% of students, 1.4% of teachers, 5% of administrative staff and 2.2% of professionals have at least one surname of Mapuche origin.

4.2. Previous work at the university related to interculturality

This section details the diverse ways that our university as a whole is currently emphasizing and promoting interculturality.

The Office of the Vice President for Academic Affairs (VRA) has developed different initiatives to promote interculturality such as: the Inclusion Policy, and the Intercultural Equity Track for students from subsidized or otherwise publicly funded educational establishments that belong to an officially recognized native tribe or migrant community. To date, 139 vacancies have been offered through this alternative admission pathway, 26 of these belonging to the class admitted in 2021. For

2022, all UC programs offered quotas for the Intercultural Equity Track. Other related initiatives include a Complementary Admission Track at our Villarrica Campus, an agreement maintained with Easter Island and the Luis de Valdivia Scholarship offered by the Law School. In addition to the above, the VRA hosts a professional support program for students admitted through the Intercultural Track as well as an intercultural peer tutoring program. Through the Student Affairs Office (DAE), they support the Tinkuy Student Organization and provide Competitive Funds for the development of initiatives that promote interculturality. The Office of the Vicepresident for International Affairs (VRAI) also contributes to interculturality in several way. The Office of Global Learning supports all people entering UC | Chile from other countries and promotes the acquisition of intercultural skills within the academic training. An accompaniment program seeks to support the outgoing and incoming community, whether they are undergraduate and graduate students, professionals, administrative staff, or teachers. This program provides timely guidance around migratory requirements, accommodation, insurance and supports people in their new residences, promoting national and university insertion through welcoming activities that facilitate linguistic insertion and the exchange of personal experiences. In addition, the "Internationalization at Home" initiative seeks to promote interculturality within the university through the internationalization of the curriculum and university life. These initiatives aim to articulate the graduate profile at UC | Chile with global and intercultural competence, this in coordination with key actors such as the Ministry of Foreign Affairs (MINREL), the National Migration Service, the National Agency for Research and Development of Chile (ANID), the Chilean Catholic Institute for Migration (INCAMI) and the Chilean Agency for International Development Cooperation (AGCID).

The Office of Communications at the Provost's Office for Communications and Cultural Extension (VRCEC), is concerned with highlighting the cultural richness that exists in the university, contributing to the public debate with relevant content and offering visibility to spokespersons throughout the university whose work refers to issues of interculturality. The public presence of the university and its different initiatives are promoted through the VRCEC through social networks, official university media, national media, and the University Magazine. In addition, the university's Office of Communications prepared a style manual to guide inclusive communication throughout the university, not only addressing the generic lexicon, but also language referring to Indigenous peoples. In institutional signage, the Office of Corporate Design adapted regulations to

incorporate Mapuzungún in all the pieces installed in the Villarrica Campus. Finally, the Office of Cultural Extension permanently offers and excellent array of cultural activities that includes the presence of international artists, directors and exhibitors, and covers topics related to interculturality in films and various artistic exhibitions. In addition, the area of Heritage Collections, comprising the Joaquín Gandarillas Infante colonial art collection and the ethnographic collection of the Our Native Peoples Art Room, aims to educate on such a relevant topic as the cultural and patrimonial heritage of our country and Latin America, through the exhibition and revitalizing of cherished artwork.

The Office of Arts and Culture of the Vice Rector's Office for Research (VRI) has an online catalog that highlights all those initiatives and projects of staff, academics, and students with an intercultural focus. This catalog showcases a variety of themes that include the native peoples of the northern region of Chile as well as stories and aesthetic experiences of migrants. This Office promotes and disseminates material incorporating the participation of all the university's strata as audiences, creators, or researchers.

The Villarrica Campus is a place where interculturality is expressed and developed on a daily basis. In it, an intercultural environment exists where students, academics, officials, and professionals who belong to Mapuche communities coexist with others, and promote dialogue and reciprocal learning. On this campus, activities that promote interculturality include Wiñol Tripantu - We Tripantu, talks with ancestral authorities, Intercultural Competencies courses, and lessons on Mapuche language and culture. In addition, the Kimelluwün Leandro Penchulef Museum Hall was recently inaugurated, which, educates visitors on the history and development of the Mapuche culture in the region and adheres to the highest museum standards.

4.3.   Intercultural Research in Faculties

The work of the Center for Intercultural and Indigenous Research (CIIR) has been particularly important in this area, given its objectives: "to contribute to the country with high-level studies on the problem of intercultural relations, with an interdisciplinary, comparative, collaborative and respectful perspective on cultural diversity". This center, financed by the national Fund for Research Centers in High-priority Areas, FONDAP (ANID), has around fifty researchers working on various interculturality issues. However, only eight of them belong to a native tribe, and of these, only two are academics linked to UC | Chile. The academics who research in the CIIR are concentrated in the faculties of Social Sciences (School of Anthropology, Institute

of Sociology, School of Psychology and Archaeology), Arts, Agronomy, Education, Philosophy (Institute of Aesthetics), History, Geography and Political Science (Institute of History), Architecture, Design and Urban Studies (Institute of Urban Studies); academics from the Center for Local Development and the Villarrica Campus, Leandro Penchulef Museum and Our Native Peoples Room of the Oriente Campus, among others. In addition, there are other researchers who address issues related to interculturality but who are not linked to the CIIR. The CIIR is of the utmost importance for the design and implementation of the interculturality program at UC | Chile as it has a proven track record and previous experience building bridges with communities, establishing collaborative networks, producing content for the development and implementation of courses, and making interdisciplinary work and cutting-edge research on the subject visible.

We know that all faculties of the university, in one way or another, develop research, teach, and implement outreach activities associated with various interculturality issues. For example, in the field of intercultural health, learning Mazungun as a language, in the world of the arts, indigenous law, sustainable development and environmental issues, intercultural relations, cosmovisions and history of peoples and cultures, among many others are themes that are developed at the university.

Finally, it is important to mention the role of research centers that have promoted and made visible interdisciplinary work in intercultural matters, such as the UC Local Development Center, UC Migrations, UC Inclusion Technology Center (CEDETI) and the Center for Conflict and Social Cohesion Studies. (COES). The Network of UC Regional Centers (RCER-UC) is added to this list, which includes; Coastal Research Station: Alto Patache Coastal Marine Research Station - ECIM, Center for Local Development - CEDEL, Senda Darwin Biological Station, Patagonia Station for Interdisciplinary Research - Patagonia UC Station, Magallanes Center of Excellence in Biomedicine CEBIMA, Cabo Sub Antarctic Center de Hornos and FabLab, and Desembocadura del Río Loa Station.

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5.
NOTIONS OF INTERCULTURALITY THAT GUIDE THE PROGRAM

First of all, a fundamental challenge to be addressed in the program is to agree on what is to be understood by the concept of "interculturality". In this regard, there are several perspectives to address it, but the one presented below constitutes, in our opinion, the most suitable notion that should guide the set of initiatives that will be promoted over the years in the university.

Interculturality describes the efforts of communication, interaction, and dialogue between people belonging to diverse cultures. For UNESCO, interculturality refers to the presence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect. (Article 4.8 of the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions).

Interculturality differs from any attempt to place one's own culture above others and presupposes a genuine effort to understand even the most incomprehensible and distant aspects of foreign cultures within a framework of openness and dialogue. Interculturality avoids both an attitude that seeks to homogenize cultures –an assimilationist vision– and an exclusionary attitude, one that rejects or denies the existence of other cultures.

Interculturality differs from multiculturalism, in the sense that the latter is limited to recognizing and valuing cultural plurality but does not necessarily stimulate dialogue or interaction between cultures as an essential aspect of mutual learning, ignoring the difficulties that historically and currently impede such interaction.

Interculturality thus presupposes that cultures and the people who belong to them are enriched through the contact that is established between them. It considers ritual exchange, dialogue, and positive interaction as a critical element of a pluralistic society that contributes to reducing prejudice and strengthening tolerance and acceptance of diversity as essential values.

Thus, interculturality promotes and values those actions that tend to recognize both the distinctive cultural bases and those common traits that may exist between cultures, favoring mutual understanding, empathy, and shared aspirations. Respect for cultural diversity is entirely compatible with the effort to find common values and experiences and with the achievement of an adequate harmony, whether of experience or purpose, among culturally diverse groups. It also detects and characterizes the problematic traits that exert resistance to virtuous intercultural practices, which are overcome on the basis of mutual understanding and acceptance of divergent views.

The horizon of interculturality aims at recognizing, preserving, and promoting dialogue and communion through shared, communitarian practices, as well as knowledge among the different cultural expressions that coexist in a society. At the same time, it recognizes that on many occasions these relationships are established within a framework of asymmetry or domination, and therefore aspires to advance to a more equitable level and to overcome these asymmetries.

Interculturality admits that cultural identities are dynamic and flexible, and that they remain open to exchange and mutual influence, while valuing hybrid, multiple, and intersectional identities. It rejects any essentialist definition of human culture and is, therefore, a permanent historical construction, understanding the existence of a greater diversity compared to previous years, but foreseeing its constant increase over the years.

Interculturality therefore assumes the unrestricted recognition of the human rights and dignity of each person, regardless of their people of origin, gender, age, territorial belonging, and religion. It conceives culture as an individual right –all people have the right to live in their own culture– as well as a collective good that requires promotion as well as adequate protection.

In the development of the notion of interculturality, three approaches can be distinguished that are relevant to consider and that may be related to each other:

- **Relational interculturality,** when there is a tendency towards coexistence and interaction initiatives among people who identify with and belong to different cultures.

- **Functional interculturality,** when there is a tendency towards social inclusion of excluded or culturally threatened groups through programs that compensate for recognized cultural or social disadvantages.

- **Critical interculturality,** when there is a tendency towards the examination and discernment of historical, colonial, and racial inequalities between different cultures.

These three approaches —relational, functional, and critical interculturality— represent different variants that complement each other and correspond to three evolutionary phases of the intercultural approach, where critical interculturality is the current approach that is more conscious of the diversities and particularities of peoples and particularly of the culture itself vis-à-vis others. As a whole, these approaches are expected to support and guide the design and implementation of the fundamental strategic activities that the interculturality program at the university will contemplate.

A special component of interculturality is the academic revaluation of cultural traditions that are usually ignored, disdained, or extinct. Historiographic, archeological, anthropological, and patrimonial research play a fundamental role in this sense and will be promoted within the framework of the interculturality program at the university. Respect for the historical memory of historically excluded peoples and groups should be duly promoted with a set of initiatives that focus on recognizing and appreciating their cultural legacy, as well as their current role in society, as a form of historical, social, and cultural reparation.

Interculturality presupposes the development of specific intercultural competencies among all members of a given community, including self-knowledge of one's own culture and knowledge of other cultures, dialogue skills, empathy, and adaptation. It also recognizes the value of specific intercultural communication tools and the development of welcoming attitudes, appreciation of otherness and reciprocal recognition.

It is important to point out that Chile now has a legal and regulatory framework that recognizes the existence, rights, and duties of persons belonging to the different native peoples or belonging to the Chilean Afro-descendant tribal people, as well as those with the status of resident migrants and refugees. These laws will serve the purpose of guiding the allocation of resources associated with the program, especially until cultural diversity is recognized and more valued in university life.

6.
PROGRAM OBJECTIVES

Taking into consideration the previously mentioned contextual aspects, *the main objective of this program is to promote a profound cultural change in our university environment, which will contribute to recognize and value interculturality as a central aspect of our work.* The specific objectives are:

1. Gradually and substantially increase the presence of students belonging to groups culturally underrepresented, undergraduate and graduate, academics/as and collaborators in the administrative plants and university professionals.

2. Strengthening the development of teaching, research, public policy and community outreach activities on interculturality issues.

3. Stimulating intercultural university coexistence based on dialogue, recognition, and appreciation of cultural diversity in the academic, social, artistic, and cultural spheres.

4. Promoting the acceptance of other forms of knowledge and wisdom, as well as other teaching practices associated with the diverse cultures present at UC.

7.
WHO IS THIS PROGRAM FOR?

This program is aimed at the entire UC community as far as it seeks to promote the development of a space for dialogue, training, and coexistence, where interculturality is valued. As described in the introduction, in our community there are students, officials, academics, and professionals who are part of different cultural groups belonging to native peoples, tribal peoples of Chilean-African descent and members of other countries. In this sense, having meeting spaces that bring together the diverse groups that make up the university in the field of teaching, creation, research, and university coexistence, will contribute to form a more diverse university, where all its members feel valued and recognized.

In this sense, one of the bases and starting points for our program is to consider the members of the UC community who belong to these groups. In particular, to the professionals and officials who represent an important percentage in our community, for which the integration of their voices with greater force is essential to inaugurate the first actions and recognize in the UC a space in which inclusive coexistence and Cultural exchange is an opportunity for the social transformation we are aiming for.

In addition, having meeting spaces that bring together the different groups that make up the university in the field of teaching, creation, research and university coexistence, from a more academic line, will help to create a more diverse university, where all its members feel valued, recognized and part of it.

At the same time, the program also requires that as a UC community we open ourselves to the experience of cultural encounters and mutual learning beyond the borders of our campuses. This challenge involves establishing links and direct dialogues with different people and communities related to the subject, inside and outside the university, addressing all the issues that are necessary to contribute to the development of a more pluralistic society. For example, part of the interculturality program involves the creation of a network of close collaboration with schools where children and adolescents belonging to these groups study, either near our campuses or in other regions of the country, with the purpose of attracting them to the special admission

process programs created by this program. We also seek to generate alliances with school communities to jointly generate research and share knowledge.

Considering that most of the people who make up the university community do not belong to the cultural groups mentioned above, this program will focus part of its initiatives on promoting greater inclusion and development opportunities for people belonging to Indigenous peoples, the Chilean Afro-descendant tribal people and migrant communities. The program will be articulated with the policies and actions already developed by the university, such as: The Inclusion Policy, the Intercultural Equity Track, the Villarrica Complementary Admission Track, the "Internationalization at Home" initiative, the Our Native Peoples Art Room, among others, aimed at promoting a diverse community, dialoguing and with development opportunities for all its members.

Given that the interculturality program aims to promote greater cultural diversity, it will consider as students, academics, professionals, and administrative staff with intercultural profile people who:

1. Certify their Indigenous status or membership to the Chilean Afro-descendant tribal people by means of a certificate issued by CONADI two years prior to applying to any of the university's undergraduate or graduate programs.

2. **Coming from abroad:** The program will consider people belonging to migrant or foreign communities, considering their different approaches according to the dimensions or stages of the program in which the person participates. This translates into recognizing that both conditions are not the same and, therefore, require differentiated care and processes. However, in both cases it must be proven that they or their parents were born outside of Chile, that they entered the country voluntarily or through a refugee visa, and that they have obtained or sought to obtain permanent residence in the country.

3. **Migrants or foreigners and belonging to native peoples natives:** In the case of foreigners and belonging to an original people, it must be accredited with official documentation granted by the country of origin.

8.
METHODOLOGY AND WORK TEAM

To develop this program, a total of eighty-four members of the UC community were invited to participate. Academics from the adjunct and regular staff of the eighteen faculties of the university and the Villarrica Campus, with different careers and seniority at the university, participated. Students from different study programs belonging to native peoples and migrant communities also participated, as well as the president of the UC Students' Federation (FEUC) and senior counselor 2021. To ensure the presence of all strata, collaborators from the administrative staff of different academic units, union representatives of the university, members of professional teams and authorities of the Prorector's Office, the Prorector's Office for Institutional Management and all the Vice Rector's Offices of the university were also invited to participate. Finally, representatives of university programs and organizations such as the College program, UC Pastoral and the UC Penta programs also participated.

Each of the eighty-four members was linked to one of the six strategic initiatives (or work commissions) contemplated by the program: (1) Admission, (2) Accompaniment and tutoring, (3) Academic Seedbed, (4) Strengthening of doctoral programs, (5) Academic Insertion and (6) Institutional culture and welcoming. These initiatives, which were led by a coordinator and an assistant in charge, met in parallel and had between 7 and 16 members each. Each commission met weekly to work on objectives, lines of action and indicators for their future development and evaluation. In addition, discussion sessions were held within each team, and the approach to different dimensions related to each topic was analyzed by invited experts.

On the other hand, plenary sessions were held in which, through online meetings, the 84 members were invited to take part in thematic dialogues that began with presentations by experts on topics that are transversal to the work initiatives such as: the concept and history of the notion of "Interculturality", the state of the art of the initiatives being developed in the UC with respect to Interculturality, and the concept and history of "Migration" in Chile. This allowed generating informative inputs and spaces for debate to nurture the work within each commission.

In order to manage the design of the interculturality program, an executive team was formed, which met weekly to supervise coordination among the commissions, evaluate progress and coordinate cross-cutting actions for all the commissions aimed at generating the final preparation of this report.

This team is composed of:

1. **Catalina Garcia,** Coordinator of the "Admission" strategic initiative, Director of Inclusion of the Academic Vice Rector's Office.

2. **Mónica Antilén,** coordinator of the "Accompaniment and tutoring" strategic initiative, academic and director of the School of Chemistry.

3. **Gonzalo Valdivieso,** coordinator of the "Academic Seedbed" strategic initiative, academic and director of the Villarrica Campus.

4. **José Tessada,** coordinator of the "Strengthening of doctoral programs" strategic initiative, academic and director of the School of Management.

5. **Fernando Pairicán,** coordinator of the "Academic Insertion" strategic initiative, academic of the School of Anthropology.

6. **Ana Luisa Muñoz,** coordinator of the "Welcoming and institutional culture" strategic initiative, academic of the Faculty of Education.

7. **Jaime Coquelet,** CIIR Executive Director and academic of the UC School of Anthropology.

8. **Marjorie Murray,** academic and director of the UC School of Anthropology.

9. **Eduardo Valenzuela,** academic of the UC Institute of Sociology and the School of Government.

10. **Camila Contreras,** executive coordinator of UC Interculturality Program, School of Psychology.

11. **Roberto González,** in charge of the UC Interculturality Program, academic of the School of Psychology.

9.
STRATEGIC PROGRAM INITIATIVES

The set of activities associated with each of the strategic initiatives detailed below will be analyzed and prioritized annually according to the budgetary guidelines and resources established by the university's Superior Direction. The program will be installed gradually over the years, ensuring adequate integration with the work of the various entities associated with the superior direction, the faculties, the College program and the Villarrica Campus.

In order to promote a profound cultural change in our university in which interculturality will be recognized and valued as a central aspect of our work (the general objective of the program), we propose the development of six strategic initiatives: (1) Admission, (2) Accompaniment and tutoring, (3) Academic Seedbed, (4) Strengthening of doctoral programs, (5) Academic Insertion and (6) Institutional culture and welcoming. These six initiatives seek to address basic elements within our institution to ensure the mainstreaming of the program in its different spaces and moments of university life. This is a proposal to articulate and continue developing the progress that the university already shows in the field of interculturality.

The six strategic initiatives, their general and specific objectives, and specific actions proposed to achieve these objectives are presented below.[1]

9.1.   Admission

During the last decade, the university has developed special programs aimed at promoting greater inclusion and social diversity in its classrooms. While it has boosted the increase in the admission of people with diverse origins and cultural characteristics, it currently intends to "advance decisively in increasing the number of students with special needs, migrants and native peoples who enter and graduate from the University" (2020-2025 Development Plan, 2020, p.57), groups that have also been joined by the Chilean tribal people of African descent during the year 2021.

This initiative proposals focused to articulate and consolidate the different mechanisms of admission to the UC, defined by the Office of the Vice-Rector Academy (VRA), in order to increase its cultural diversity. In addition, it seeks to include proposals that encourage student retention throughout the year university training cycle. Finally, addressed topics related to the promotion of links with Scientific-Humanistic schools and Professional Technician, with communities that have a presence of people belonging to the aforementioned groups.

9.1.1.   Global Aspects

Within the Admissions initiative, there are four central aspects to be developed and deepened:

Diagnostics: Adequately understanding the situation that leads to the small number of applications and underrepresentation of intercultural students in undergraduate programs offered by the university.

Community outreach: Working in a horizontal way to allow mutual learning among culturally diverse people and thus contributing to be an institution willing to transform itself and create intercultural spaces.

Application and admission to UC | Chile: The entrance to the UC can occur through various ways and tracks, so it is considered strategic to broaden the view and articulate and coordinate the different paths to enter the university.

Scholarships and funding: It is considered crucial to have a robust and articulated proposal that promotes admission along with relevant economic support, given that this aspect is a barrier to admission for a significant group of students belonging to the groups described above, who rule out applying to the university due to the prospect of incurring expenses that they cannot afford (housing, food, transportation, etc.).

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1   It should be noted that this report does not specify who will carry out these objectives in detail, but rather presents them in general and strategic terms.

9.1.2. Objectives

In order to increase the cultural diversity of the university, the objective of this initiative is *to promote a significant increase in the enrollment of students with intercultural backgrounds in undergraduate, master's, and continuing education programs.* Specifically, this initiative seeks to:

1. Analyze and identify existing barriers related to access to higher education for students with intercultural backgrounds.

2. Promote the admission of students with intercultural backgrounds to the university's undergraduate programs through ordinary and special admissions.

3. Design and implement a new intercultural academic program with a special admission pathway that reduces access barriers via the higher education access test (PAES) and generates a course offering to ensure eligible students with intercultural backgrounds can be admitted to and thrive in undergraduate programs at UC | Chile.

4. Articulate and strengthen the existing special admission pathways to undergraduate programs, such as Intercultural Admission, Special Admission for High School Education Abroad and Complementary Admission to Pedagogical Programs at the Villarrica Campus.

5. Encourage the admission of intercultural students to UC Master's programs or UC Continuing Education programs.

9.1.3. Action Plan

Specific actions associated with each of the objectives are proposed below:

A. In relation to the first objective, the following is proposed:

   a) Generating a needs assessment to diagnose barriers (economic, communicational, mobility) and/or difficulties perceived by potential students with intercultural backgrounds interested in applying to UC.

   b) Creating a community liaison position to bring the experience of studying at the UC closer to the communities with presence of native/Indigenous peoples, the Chilean Afro-descendant tribal people, and recent migrants.

   c) Creating virtual platforms focused on fostering interest in studying at UC | Chile to diversify the ways we can reach out to these communities.

B. Regarding the second objective:

   a) Creating spaces for orientation and preparation aimed at communities with a high presence of students from intercultural backgrounds, encouraging them to apply to the university[2].

   b) Establishing alliances with organizations and institutions that work on interculturality issues.

   c) Establishing a network of schools with a considerable number of students with intercultural backgrounds, to stimulate the applications for special intercultural admission pathways and entry into the new intercultural admissions program.

   d) Strengthening the dissemination program via ambassadors (that will conduct visits, talks, videos, etc.) to promote the existence of group role models and thus increase motivation to apply.

   e) Disseminating the objectives of the interculturality program, the opportunities offered by university life and the support systems available to students with intercultural backgrounds in the network of schools that the university will create.

C. Incorporating academics with intercultural backgrounds in the role of ambassadors to disseminate the interculturality program in general as well as the new intercultural academic program.

D. In relation to the third objective:

   a) Strengthen the special admission pathway for the new intercultural academic program in coordination with the current admission processes at the university coordinated with the VRA, that will be based on high school performance (ranking) and a vocational evaluation, among other criteria.

   b) Designing the curriculum of the program that will include opportunities for students to catch up on basic competencies (intended to close the academic gap) as well as facilitate integration to university life. This curriculum must include ways to bridge with different study programs according to vocational interests.

   c) Strengthen quotas via special admission by professional areas as well as the academic and professional capacity necessary to implement the new intercultural admission program.

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2 Creating UC Pre-university campuses in communities with the presence of native peoples, Afro-descendant Chilean tribal people, and migrant communities / Holding an Intercultural Expo to promote application and admission.

d) Articulating the new intercultural academic program with the strategic initiative of "Tutoring and accompaniment".

E. In relation to the fourth objective:

a) Evaluating the selection criteria, as well as the results obtained from the currently existing direct intercultural admission tracks.

b) Designing and implementing dissemination campaigns for academic programs that will boost applications and lead to the selection of a greater number of intercultural students, with emphasis on Humanist Scientific and Professional Technical schools.

c) Creating an economic support program to supplement the cost of maintenance, housing and/or purchase of academic materials, which will favor both the entrance and permanence of diverse undergraduate students.

d) Expanding the orientation and accompaniment geared towards applicants regarding the support systems and benefits made available to them through government and university programs.

e) Designing and implementing a work plan with the faculties and schools to increase admissions and provide relevant accompaniment for intercultural students.

F. Regarding the fifth objective:

a) Generating a needs assessment to diagnose barriers (economic, communicational, mobility) and/ or difficulties perceived by potential applicants with intercultural backgrounds interested in entering UC | Chile´s master's degree programs and Continuing Education programs.

b) Offering a 30% reduction in the cost of tuition fees for UC master's degree programs and UC Continuing Education programs that will favor the admission of students with intercultural backgrounds who demonstrate socioeconomic disadvantages.

9.2. Accompaniment and tutoring

The psychosocial support and academic tutoring systems aim to promote learning and the university experience in a comprehensive manner. While our university provides a wide range of inclusive academic tutoring resources, the need to nurture these initiatives with interculturality notions has become evident. This is why we propose to complement existing academic support with a system of accompaniment that focuses on psychosocial aspects, critical to ideal development in the university context.

9.2.1. Global aspects

Social and academic dimensions:
Based on the model that guides the work of the Office of Student Affairs (DAE), this second strategic initiative proposes actions geared towards students in undergraduate study programs that address both academic and psychosocial aspects associated with the different stages of the university life cycle. We propose to differentiate stages of the university life cycle in terms of their associated Psychosocial and Academic characteristics. Thus, the commission has defined three stages: "Transition from the school system to university", "Consolidation in the study program" and "Professional projection".

9.2.2. Objectives

The main objective of this strategic initiative is *to favor adaptation and integral learning during all stages of the university experience, through a system of accompaniment, for students with intercultural backgrounds.* Specifically, the following specific objectives are proposed:

1. Favoring the insertion of students into university life in conditions of equity and addressing the multidimensionality of student life (health, well-being, social relations, participation, etc.).

2. Articulating and coordinating existing academic tutoring according to the needs of intercultural students at different stages of the university life cycle.

3. Promoting the development of diverse career paths and insertion into the labor market from a perspective of equity, through networks.

4. Encouraging the development of self-managed initiatives by students with intercultural backgrounds.

5. Creating support mechanisms to address specific needs of intercultural students and reduce potential equity issues.

9.2.3. Action Plan

The following are lines of action associated with the achievement of the objectives described above.

A. In relation to the first specific objective, the following is proposed:

a) Expanding the Intercultural Peer Tutoring Program (Office of Inclusion) by introducing the figure of advisory mentors (professional or academic) in the *transition and professional projection stage.*

b) Adjusting the Adaptation to Change Program (Student Health and Wellness - DAE) considering the needs of intercultural students.

c) Designing a protocol for early detection of critical cases of students in the interculturality program, through intercultural peer tutors (undergraduate).

d) Encouraging the participation of students with intercultural backgrounds in existing pastoral and solidarity activities and volunteer work during their first years of study.

B. In relation to objective number two:

a) Creating and making available to the Schools and Faculties an integrated system that coordinates information related to the Accompaniment and academic tutoring program for intercultural students.

b) Disseminating through different media the academic support systems offered to students with intercultural backgrounds.

c) Increasing academic support for students with intercultural backgrounds offered by the Office of Inclusion and the Center for Academic Support and Vocational Exploration will offer help to students enrolled in the university's most difficult courses at various stages of their university education cycle (transition from the school system to the university, study program consolidation and professional projection).

C. In relation to the third objective:

a) Integrating professionals with intercultural backgrounds, who are former students of the university, into the pilot project to act as job mentors.

b) Disseminating the actions developed in the UC Interculturality Program with employers and organizations that hire alumni (starting with those where mentors work, and moving towards others where UC graduates work more broadly) and generating a list of "Collaborating Employers" that partner with the interculturality program.

c) Integrating an intercultural and diversity module into the co-curricular training program (of the Office of Student Affairs) for student leaders.

d) Incorporating academics into the mentoring program to guide students with intercultural profiles in the professional projection stage of their study programs.

e) Developing, in coordination with the Center for Professional Development, targeted counseling for students with intercultural backgrounds.

D. In relation to the fourth objective, it is proposed:

a) Creating a line of Competitive Funds organized by the Office of Student Affairs and the Office of Inclusion to promote diversity and interculturality in the university context.

b) Supporting through competitive funds and academic support programs the development of projects that promote interculturality in the university managed by students with an intercultural background.

E. With respect to the fifth objective, it is proposed:

a) Training the figure of the Ombuds and the student mediator in intercultural aspects, to address cases of inequity related to interculturality and diversity.

b) Disseminating the existence and role of the Ombuds in the university community.

c) Implementing an online "General Interculturality Counseling", as a virtual space where students can ask questions or express concerns that can be managed or referred to other agencies or departments that will be able to offer effective and immediate attention.

9.3. Academic Seedbed

The university has had multiple successful experiences in identifying academic talent from its undergraduate programs. These experiences have served as references for the design of an Academic Seedbed (hereinafter AS) that aims to identify talented students at the end of undergraduate, master's and postgraduate programs as well as UC | Chile graduates with intercultural backgrounds who are interested in developing an academic career, and offer them a training program and support to prepare effective applications to achieve an application to doctoral or other terminal degree programs at UC | Chile and other universities inside and outside Chile.

The AS contemplates the participation of academics who serve as tutors. These tutors are expected to: a) sponsor the applicant to carry out teaching, research and/or scientific dissemination work; b) guide tutees in designing research projects that can be developed in a PhD program or equivalent, and c) support tutees in their applications to PhD or equivalent programs.

The Vice President's Office for Research and the Vice President's Office for International Affairs, will provide centralized support to participants in the search for universities and scholarships, and will stimulate the creation of a community among AS participants that will serve as a space to share experiences, information

and data that will enable them to submit more successful applications. In addition, it will monitor the trajectories of AS graduates, as well as keep them informed about competitions for academic positions at UC Chile and relevant university life initiatives.

9.3.1. Global Aspects

Identification of possible participants of the AS: It will be necessary to detect different university stakeholders, as well as students at the end of their undergraduate, master's and postgraduate programs belonging to native, Afro descendent or migrant communities that may be interested in pursuing an academic career and therefore are potential participants of the AS.

Application and selection processes to the AS: Students from intercultural backgrounds in the final stages of their undergraduate, master's or postgraduate programs who may be interested in pursuing an academic career will be invited to apply to the AS. The program will apply rigorous selection criteria to focus on students that have a high probability of achieving a successful application to doctoral or other equivalent programs and in this way, optimize the resources that will be allocated to each selected student for two years.

Guiding tutors: it is considered essential to have academics committed to the learning process who will integrate tutees into their research projects (teams) as research assistants as well as guide them during the application process.
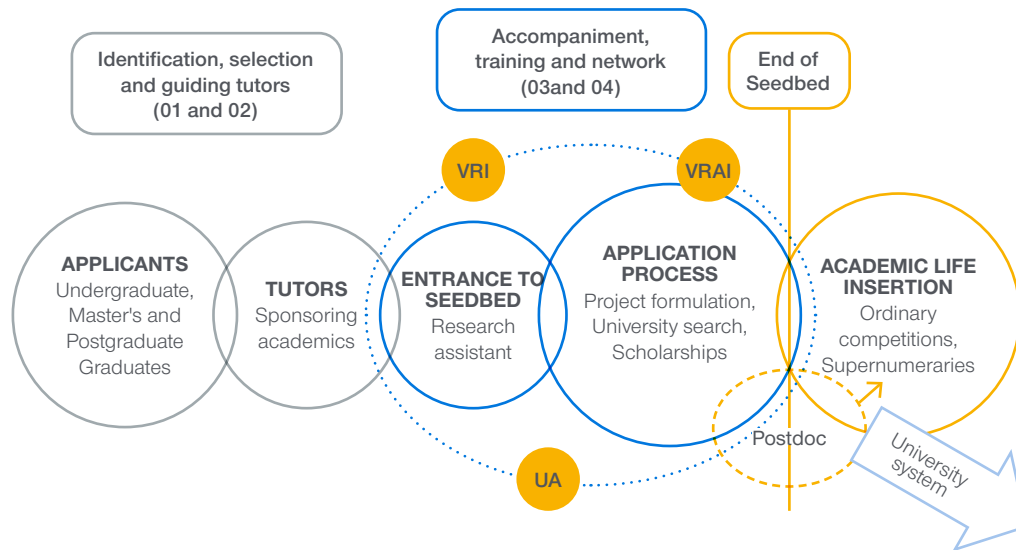
Process for the development of doctoral or equivalent applications: the various stages that an AS participant must complete in order to successfully apply for a doctoral or equivalent program include definingthe dissertation or equivalent project, searching for universities and searching for funding. The participation of both the guide tutors and as well as the Offices of the Vicepresidents of Research and International affairs are essential throughout this process.

AS Community: implies the creation of spaces in which AS participants can share their experiences and relevant information allowing them to prepare more effective applications. Then, as AS graduates, they would continue to be tied to the community through information from the university about competitions and academic life.

9.3.2. Objectives

The academic seedbed seeks *to articulate initiatives and programs that identify, accompany and train talented students or alumni belonging to culturally underrepresented groups for their incorporation into academic career paths.* The main specific objectives are:

1. Identifying and selecting intercultural undergraduate, master's and postgraduate students or graduates who are interested in pursuing an academic career.

2. Incorporating academics with research agendas interested in guiding those selected from the AS.

FIGURE 1. PROPOSED MODEL FOR THE "ACADEMIC SEEDBED" STRATEGIC INITIATIVE

3. Accompanying AS participants in their development processes for applying to doctoral or equivalent programs.

4. Generating a network among AS participants to share experiences and information that will be helpful as they prepare applications to doctoral or equivalent programs and pursue academic life.

This diagram visually represents the various stages and processes involved in the attraction of applicants, including the selection process, tutoring system, application stage and follow-up mechanisms associated with the Academic Seedbed program.

9.3.3. Action Plan

In order to achieve the four objectives of the AS, we propose the following action plan:

A. For the specific objective number one:

   a) Articulating the AS with the "Tutoring and Accompaniment" strategic initiative in order to identify potential participants and disseminate the AS.

   b) Systematizing and disseminating information related to teaching, research and scientific dissemination on topics related to interculturality at the university. For example, research competitions for undergraduate students, special admission tracks linked to science, and technical support for applying to research funding.

   c) Creating an online platform to disseminate university-wide research opportunities related to intercultural issues relevant to AS applicants.

d) Articulating the AS with persons in charge of Student Affairs in each faculty or school to aid in identifying potential AS participants.

e) Presenting the AS to the academic staff so that they promote the participation among students interested in academic careers.

f) Organizing periodic activities for the dissemination of the AS to attract applicants.

g) Establishing application and selection processes that includes a call for applications that clearly defines quotas, types of support and financing that the participant will receive, duties and benefits of participating in the AS, among other aspects.

h) Creating a system of shared financing that will allow the integration of each AS participant as a research assistant for a period of 2 to 3 years at the university.

B. For specific objective two, it is proposed:

   a) Identifying academics from each faculty, College program, and Villarrica Campus interested in participating as AS guide tutors.

   b) Economic support provided by a combination of sources including the university´s central administrative body, the academic units, or research funding that will provide AS participants with research assistant roles.

C. For the third specific objective:

   a) Generating collaboration alliances and agreements with other universities to facilitate the application to doctoral or equivalent programs.

b) Designing a support system with academic tutors for students that includes: 1) the formulation of research projects; 2) the application to doctoral or equivalent programs; and 3) the application to postgraduate scholarships with support from the offices of the vice presidents of Research and International Affairs.

D. Finally, for objective four:

a) Organizing administrative teams that will offer guidance, recommendations, and relevant information to AS participants.

b) Following up on the academic trajectory of AS graduates and disseminating relevant information.

9.4. Strengthening of doctoral programs

Strong doctoral programs are of vital importance to a university with research in various areas of knowledge such as UC | Chile. In our university, the Graduate School centralizes management tasks, policies, and procedures for all the doctoral programs of the university, but at the same time the academic units play a fundamental role in the management of these programs.

From an initial diagnosis, the program focused on understanding the existing cultural diversity in doctoral programs. The information was mostly provided by the Graduate School and then complemented by the experiences of those who participated in this working group. In this diagnosis, the composition of the student body was observed, and the main lines of action that would be recommended for an interculturality policy regarding doctoral training were discussed.

Using this information, we learned that approximately 28% of doctoral students are international, though the vast majority are from the Latin American region, we also have students from Europe, the USA and even Asia in these programs. However, there is still no information on second generation migrants or nationalized persons. With respect to students belonging to native peoples, the question included in a recent survey of the Graduate School gave exceptionally low numbers and these did not indicate an affiliation to any particular ethnicity. This issue will be addressed in future surveys.

The joint work of the VRAI and the Graduate School has made it possible to offer additional support to foreign students that includes a variety of accompaniment activities. Nonetheless, scholarships for doctoral students do not contemplate specific benefits or criteria for international applicants or those belonging to Indigenous peoples.

9.4.1. Global Aspects

Joint work: this refers to work with the teams of PhD programs and the Graduate School, as well as with Research Centers, the Villarrica Campus and regional research stations of the university to take advantage of existing resources and maximize the potential that these places have for the development of doctoral students.

Admission systems: the working group detected a need to include remedial activities and adaptations to the selection process to attract candidates with intercultural backgrounds. Mechanisms will be explored to facilitate financing and determine special admission tracks.

9.4.2. Objectives

Based on the above, the general objective of this fourth strategic initiative seeks *to enhance the intercultural dimension in the doctoral programs of our university by increasing the diversity of the student body and making visible the existing intercultural richness in the UC doctoral community*. Its specific objectives are:

1. Generating a diagnosis of the intercultural aspects of doctoral programs and the current needs of their students with intercultural backgrounds throughout the university.

2. Developing competencies in professional teams that will allow them to develop and manage doctoral programs with an intercultural approach.

3. Strengthening the development of competencies and the use of tools that will adequately prepare doctoral students to conduct research on intercultural issues.

4. Attracting and admitting students with intercultural backgrounds to doctoral programs at UC | Chile, taking into account the entry barriers they may face.

5. Making visible and stimulating academic work and research related to interculturality issues conducted by doctoral students and faculty in all doctoral programs within the university.

9.4.3. Action Plan

To achieve these specific objectives, the following is proposed:

A. In relation to specific objective one:

a) Conducting a baseline survey to determine the current state of interculturality in doctoral programs including student characteristics, theses, and research interests, establishing a baseline for future measurements.

b) Making a list of intercultural research, starting with a review of research areas that: (1) deal with interculturality issues and (2) produce results that are relevant to groups of interest aligned with the notion of interculturality that has been adopted in this program.

c) Conducting focus groups or qualitative studies to gather information regarding the problems and needs of students with intercultural profiles.

B. Regarding objective two:

a) Implementing training courses in intercultural competencies for the professional teams of doctoral programs.

C. Regarding the third objective:

a) Implementing training courses for academics in intercultural competencies so that they, in turn, train doctoral students to conduct research on intercultural topics.

D. In relation to objective four:

a) Strengthening the doctoral admission processes to minimize specific entry barriers for students from other countries, migrant communities or native populations in Chile. This will be accomplished by examining and making needed adjustments to both the application process as a whole as well as application deadlines and requirements potentially by putting into place alternative access tracks that include leveling[3].

b) Reviewing the dissemination channels as well as the scholarship opportunities offered by the doctoral programs to identify and correct barriers that limit the application of students with intercultural backgrounds.

c) Ensuring a financial scholarship for admitted intercultural students who have not been awarded other significant funding.

d) Encouraging students with intercultural backgrounds to enter UC doctoral programs from universities in other regions of Chile, through alliances to obtain a dual degree and attract students who have completed a master's degree program in other Chilean universities related to intercultural issues.

E. Regarding the fifth objective:

a) Developing a protocol that guides doctoral students and academic staff regarding how to approach the concept of interculturality when displaying or disseminating work on related topics, or when teaching on the subject.

b) Coordinating academic events that allow the dissemination of academic work and research related to interculturality in the different campuses.

c) Promoting interaction among the different doctoral programs to encourage the creation of interdisciplinary networks and intercultural research.

d) Encouraging the production of intercultural theses through contests or awards for, for example, the "best intercultural thesis".

9.5. Academic Insertion

Interculturality refers to a pluralistic university community, which recognizes itself in diversity, as far as it accepts and includes views, cultures, knowledge, and ways of co-existing with differences. This initiative seeks to promote the university's responsibility with the community by valuing academics from diverse cultures and incorporate those who can contribute fundamental knowledge for the coexistence and creation of a plural community.

In this area, interculturality invites faculties and schools to ask themselves how the insertion of academics from diverse cultures can enrich their composition in accordance with the 2020-2025 Strategic Plan.

The academic insertion initiative is focused on reducing structural inequalities, which pose a challenge for dialogue and coexistence. In this sense, we propose an empathetic and intersectional approach that promotes a sense of community. This implies that faculties and schools will engage in evaluating and adjusting their selection processes as well as their orientation programs and support mechanisms once staff from intercultural backgrounds have been hired at the university.

Finally, academic insertion implies attracting, incorporating, and accompanying researchers who belong to native peoples, the Chilean Afro-descendant tribal people and migrant communities, who have a clear and outstanding research and teaching trajectory focused on intercultural issues, that will with their presence turn the university a more attractive space for different types of knowledge.

9.5.1. Global Aspects

As part of the strategy to consolidate the insertion of academics with intercultural backgrounds, four areas of action have been defined.

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3   Certain barriers to entry should be critically examined, such as English proficiency requirements, and how they particularly limit access to students from indigenous or migrant populations.

Identifying and attracting: The first area aims to identify and attract to the UC community, doctoral and postdoctoral students of excellence belonging to the groups mentioned above. We expect to achieve this by convening researchers and academics with doctoral degrees who are in other universities or study centers and may be interested in our interculturality program.

Selecting and hiring: A second area seeks to select and hire academics with doctoral or postdoctoral degrees who belong to an Indigenous population, the Chilean Afro-descendant tribe, or migrant communities. The selection and hiring process may be conducted in two ways. On the one hand, through regular competitions that include intercultural evaluation criteria and are carried out by the schools and faculties. On the other hand, through special competitions with special quotas determined by the Senior Leadership of the university. Candidates must be presented by the faculties to the Provost's Office for final approval. Schools and faculties will carry out the recruitment process in a rigorous manner, evaluating candidates who meet all academic standards, as well as interculturality criteria. This component of the program will be subject to the availability of resources defined by the Senior Leadership in the general budget of the university.

Accompaniment: The third area is focused on an orientation and mentoring program for academics.

Institutional openness: A final area seeks to broaden institutional openness by recognizing and promoting different areas of knowledge and strengthening interdisciplinary collaboration between academics.

9.5.2. Objectives

Recognizing cultural diversity as a basis for strengthening the UC university community, the main objective of this initiative is to incorporate academics with doctoral degrees belonging to Indigenous populations, the Chilean Afro-descendant tribe or migrant communities. Specifically, the specific objectives are:

1. Attract talent with doctorates and post-docs belonging to a native people, from the Chilean Afro-descendant community or migrant/foreigner to the UC community.

2. Selecting and hiring academics with intercultural backgroundswith doctorate degrees.

3. Promoting the integration of academics from the groups described above, to the academic life in the schools, faculties,and the UC community as a whole.

FIGURE 2. PROPOSED MODEL FOR THE "ACADEMIC INSERTION" STRATEGIC INITIATIVE
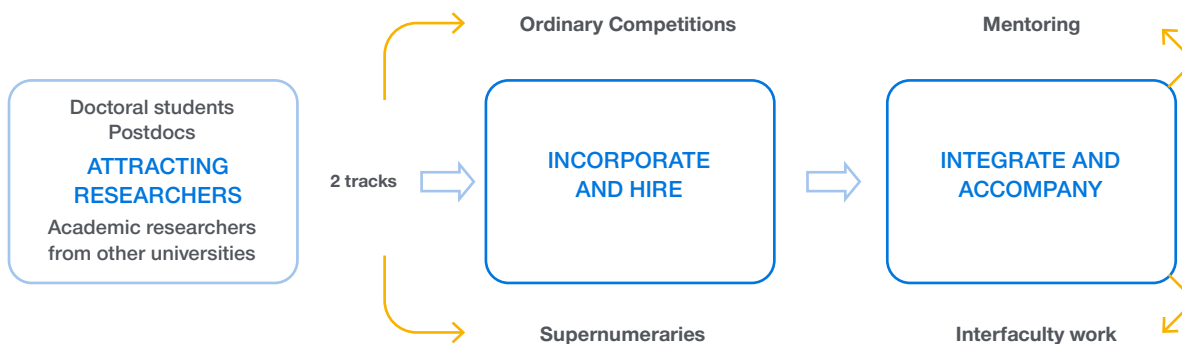
This diagram visually represents the stages involved in the academic insertion process, which includes mechanisms for attracting doctoral and postdoctoral candidates, competitions and hiring systems, as well as mentoring programs and support for integrating program participants into the academic life of the faculty and university, as a whole.

9.5.3. Action Plan

For each of the proposed areas and objectives, the following lines of action have been considered, which together will make it possible to outline a strategy to consolidate an intercultural academic body.

A. For the first objective, two lines of action are defined:

   a) Disseminating the academic insertion program through the UC Office of Academic Development and the Office of Gender Equity web pages, this will allow advancing in the need to value the intercultural contributions to the academic units.

   b) Linking the Academic Insertion program with the Academic Seedbed (AS) program for better identification of academics with intercultural backgrounds.

B. Regarding the second objective:

   a) Training the academic selection commissions in intercultural perspectives.

   b) Designing a system of calls for proposals with standards and criteria of excellence for research proposals with an intercultural focusin the sciences, social sciences, engineering, health, arts, and humanities, among others.

   c) Creating a shared financing program between the university and the academic units for the hiring of regular academic staff who have won a competition and who have been part of the interculturality AS program.

   d) Assigning reserved positions with high quality standards for the selection of new academics.

   e) Designing and implementing an interculturality chair, via endowment funding, which will allow for the financing of academic positions.

C. Finally, the third objective is:

   a) Designing and implementing an intercultural mentoring program for the insertion into academic life of academics hired under the interculturality program.

   b) Creating internal university research funds that promote academic links through research projects, seminars and/or meetings that generate dialogue and academic collaboration with an intercultural focus.

   c) Implementing biannual master classes open to the UC community, which promote instances of commemoration and intercultural recognition.

9.6. Welcoming and institutional culture

This last strategic initiative aims to create spaces for participation and dialogue among all the cultural groups in the university, based on trust, respect, and appreciation. Currently, there are several initiatives in the university that aim to achieve this purpose, some of which have been discussed and reviewed to enrich the intercultural dialogue that this strategic initiative seeks to promote. This type of initiatives will therefore seek to strengthen prior experiences and promote the creation of new spaces for social integration to involve all members of the UC community.

We have detected a need to establish spaces for listening and dialogue with migrant communities, members of Indigenous populations, and the Chilean Afro-descendant tribe on campus. In addition, the need to incorporate interculturality as a central pillar of institutional development is recognized.

Another relevant aspect is linked to the university's responsibility to ensure safe spaces free of violence, installing a virtuous and respectful coexistence that recognizes diversity and values human relations under a principle of reciprocity and mutual respect.

There is a sustained effort on the part of our institution to promote intercultural issues to and from the university community. Therefore, it is essential to continue creating spaces and disseminating information about the many activities that are developed in the field of teaching, research, creation, and community outreach where interculturality is a fundamental pillar of university work.

9.6.1. Global Aspects

It should be noted that the previously defined areas are contained in the two main dimensions defined by the strategic initiative of Welcoming Committee and Institutional Culture and correspond to: Community and intercultural dialogues, and Commitment to form an Intercultural Society.

Community and intercultural dialogues: in this dimension, the program aims to create environments where interculturality is integrated into the learning processes and with the commitment of the community as a whole, favoring the expression of diverse cultural identities through instances of dialogue that promote reciprocal learning and a virtuous and respectful coexistence.

Commitment to an Intercultural Society: Through this dimension, we seek to promote initiatives and spaces that allow communication and interaction of the UC Community with its immediate environment, facilitating community outreach initiatives that make sense, enhancing the social and public commitment of our institution.

9.6.2. Objectives

The general objective of this initiative is *to promote positive intercultural coexistence in the social, academic, and artistic spheres, involving the university community as a whole*. Its main specific objectives are:

1. Promoting cultural exchanges where mutual respect, non-discrimination, and harmonious coexistence among the diverse cultural groups in and out of the university prevail.

2. Encouraging greater participation opportunities in which the expression of identities and intercultural dialogue in the university community is made possible.

3. Promoting the use of an intercultural approach in the development of academic undergraduate, graduate and extension programs within the university.

4. Promoting the visibility of activities that incorporate an intercultural approach in relation to social and public commitment.

5. Promoting spaces for dissemination associated with academic activities and artistic production associated with intercultural themes.

6. Stimulating intercultural dialogues from the society as a whole to the university's interior.

7. Increase the hiring of administrative staff and professionals belonging to underrepresented cultural groups in the different vice-rectories, departments, faculties and schools of the university.

9.6.3. Action Plan

Specific actions associated with each of the objectives are proposed below:

A. For the first specific objective, the following is proposed:

   a) Conducting a survey and systematizing information on intercultural initiatives, spaces, environments, and activities at the university.

   b) Designing campaigns that promote intercultural coexistence under the principle of mutual respect, recognition and appreciation of the different cultural groups that exist in the university.

   c) Conducting community meetings with members of migrant or Indigenous communities.

   d) Implementing intercultural coexistence spaces that involve members of the UC community, such as sports exchange, gastronomic spaces, spaces for artistic expressions with intercultural focus, among other initiatives.

   e) Create instances of academic and cultural exchange in the Network of Non-State Public Universities G9, involving undergraduate and graduate students and the academic body.

B. For the second specific objective:

   a) Producing and disseminating a campus-wide event focused around Dialogue on Interculturality in our Community called *UC Dialoga.*

   b) Creating activities as part of the *Artifica UC* program that connect artists from migrant communities, the Chilean Afro-descendant tribe, and native populations with the university community.

   c) Creating contests aimed at promoting intercultural artistic and musical groups in the university community.

C. For the third specific objective:

   a) Training academics, professionals, and administrative personnel in interculturality aspects related to the university experience through

a course or module developed by the Center for Teaching Development and the Human Resources Department.

b) Developing courses for undergraduate, graduate and extension programs with cross-cutting objectives and training spaces for the development of intercultural skills.

c) Creation of academic meetings through colloquium with the slogan "Intercultural Dialogues" for undergraduate, postgraduate and extension.

d) Creating competitions for academics that promote the development of research and artistic creation projects with an intercultural focus.

e) Generating issues of our university magazines, Revista Universitaria and Diálogos, that focus on interculturality.

f) Developing Style Manuals with an intercultural approach, in coordination with the School of Letters and the Vice Rector's Office for Communications and Cultural Extension.

D. For specific objective number four:

a) Generating a registry and creating competitions to promote intercultural outreach, dissemination, and communication initiatives (financing mechanisms similar the Fund for the Development of Teaching, FONDEDOC).

b) Creating new internal competitions aimed at undergraduate and graduate students, academics, and employees to design and implement initiatives that promote social and public commitment with a focus on interculturality.

c) Creating instances of institutional recognition of spaces, activities and research that contribute to build bridges with society from an intercultural approach.

d) Drafting the University's Declaration of Principles in Mapuzungún.

e) Celebrating an Interculturality Day at the university where the value of interculturality is highlighted as a relevant aspect of our work.

E. For the fifth specific objective:

a) Identifying and promoting well-known spokespersons that can inspire students, administrators, academics, and researchers to work on interculturality issues.

b) Disseminating instances, funds, and research initiatives related to interculturality.

F. Additionally, for the sixth objective:

a) Creating instances of intercultural dialogue with representatives of native peoples, the Chilean Afro-descendant tribal people, and migrant communities through initiatives such as the UC Social Congress and the Catholic Education Congress.

b) Creating meetings in the UC community focused on interculturality, with guests representing members of the communities of the groups mentioned above.

c) Encouraging the dissemination of instances that favor intercultural exchanges in the Education SUMMIT.

d) Creating spaces for dialogue with institutions and/or foundations that work with intercultural issues or communities.

G. Finally, for the seventh objective:

a) Identify job vacancies within the university.

b) Attract professionals and administrative personnel to the vacancies offered by the university through the means of diffusion usually used by the institution.

c) Hire professionals and administrative personnel belonging to underrepresented cultural groups in the previously offered vacancies.

10.
PROGRAM STRUCTURE
AND MANAGEMENT

Institutional governance

In order to ensure a management structure that allows the sustainability of the UC Interculturality program over time, it is proposed to create in the medium term, a **Office of Interculturality**, linked to the Provost's Office. This Office should articulate its work with the different units of the Provost's Office for Institutional Management, the Vice President's Offices, as well as with the faculties, the college program and the Villarrica campus.

On the other hand, this Office will also seek to supervise the fulfillment of the program's objectives in line with its guiding principles. This requires a central management team to provide guidelines and prioritize actions to ensure the correct implementation and evaluation over the years.

All annual planning will be conducted in relation to the scope, workload and resources available to conduct the activities. One of the central focuses of this program is to ensure that the actions are conducted gradually to ensure adequate harmonization of the program with the multiple initiatives carried out by the faculties, schools, and senior management teams.

Program evaluation

In addition, we propose that the Office of Institutional Analysis and Planning will will make data available to the university. and conduct surveys aimed at members of the UC | Chile, regarding the operation and evolution of the interculturality program. It is expected that this evaluation will be conducted at an early stage in order to have a baseline, from which it will be possible to evaluate the impact of the program and make adjustments to those aspects that require improvement as the program is implemented.

In addition, it is a priority to define a monitoring structure over time, through indicators previously defined for each activity proposed to evaluate which aspects should

continue, be modified the program's development. The team that designed the program generated a set of key indicators that have been associated to each of the six strategic initiatives and that will be monitored over time.

Financing

Together with the above, the creation of the Office of Interculturality mentioned above will make it possible to unify resources and financing to conduct the program. Given its long-term nature, this program has initiatives tied to the Vice President's Offices and, therefore, some activities will require adjustments to their respective budgets. Therefore, one of the proposals is that this program be inserted in the Provost's Office and have an annual budget that allows it to carry out the activities planned and approved by the Senior Leadership.

Additionally, we expect to raise funds from institutions or organizations outside the university that are interested in collaborating with this university initiative In addition, and once we have obtained evidence of the results, we have set upon ourselves the challenge of presenting a proposal to seek public funding that will expand the program over time and establish collaborations with other higher education institutions.
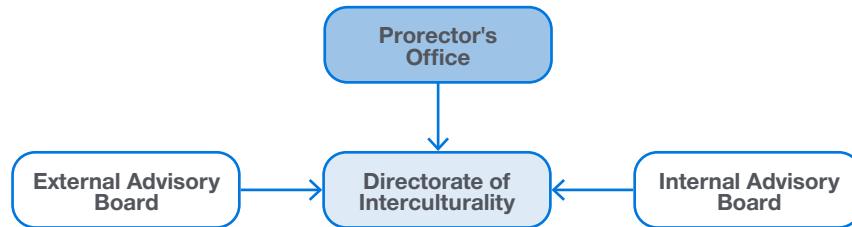
Advisory Council

In addition, an advisory council will be formed to accompany the implementation of the program.

On the one hand, we propose to form an **internal advisory council** composed of students, staff, academics, and members of the university's senior management. This council will have the role of monitoring and accompanying decisions, from a cross-cutting perspective, on issues addressed by the program.

On the other hand, we also proposed to form an **external advisory council** in which representatives of migrant communities, ancestral authorities of native peoples and national and international experts in the area can

participate, in order to enrich and receive feedback for the program from perspectives outside the university. This will allow establishing deep and meaningful social links for the work of the program.

Both councils will meet with a periodicity to be defined, sufficient to analyze and define the necessary guidelines for the program according to its current phase.

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11.
NATIONAL AND INTERNATIONAL COLLABORATION

A central aspect of this program is to build bridges of collaboration with institutions that are already well advanced in this area. The role of the Office of the Vice President for International Affairs (VRAI) in this area will be crucial.

To date, the program has established links with the University of Auckland (New Zealand) and the University of Queensland (Australia), with whom part of the executive team met to analyze the previous experiences of these institutions and develop bridges for future collaborations that will allow us to advance in mutual learning. Furthermore, those who guide the intercultural programs of these universities, provided us with material and documentation with which they have conducted initiatives in their regions. This material was analyzed by the teams that worked on each of the six strategic initiatives and shared in summary form with all the members who designed this program, in order to take this previous experience as a reference when developing the activities that were included in the program. Additionally, bridges will be established with the Pontificia Universidad Católica de Lima (Peru), the Bolivian Catholic University of San Pablo (Bolivia), the Universidad de los Andes (Colombia), the TEC University of Monterrey (Mexico), the University of California Davis (USA), British Columbia (Canada) and the University of Notre Dame (Australia), among others.

With this same intention and focus, we have begun to establish contact with the Universidad de la Frontera (UFRO), and plan to initiate relations with the Universidad Católica de Temuco, the Universidad Católica del Norte, and universities of the G9 Network, with which it is hoped to build a collaborative work agenda on this matter.

12.
PRIORITIZATION OF ACTIVITIES
GANTT CHART 2022

In order to launch this program, this year we have prioritized a list of activities according to the magnitude of the expected impact, the resources required and begun the initial phase of the program's implementation. It is expected that these actions will form the basis for those to be developed in the following years. To see the plan, please refer to the document "Annex 1. Gantt Chart". UC Interculturality Program Gantt Chart 2022

To enhance the impact of the activities, it will be necessary to articulate with the Vice President's Office for Communications and Cultural Outreach a solid communication strategy inside and outside the university that will allow positioning the program over time.

13.
MEMBERS OF THE COMMISSION

We thank all the members of our university community (students, academics, staff, and professional teams) of the different Vice President's Offices and Provost's Offices for the enormous commitment, time, and dedication they devoted to the development of this program in their respective strategic initiatives.

1. **Catalina Garcia**, Coordinator of the strategic initiative "Admission", Director of Inclusion, Academic Vice President's Office.

2. **Matías Barrera,** "Admission" strategic initiative assistant.

3. **Wladimir Luque,** "Admission" strategic initiative assistant, Office of Inclusion.

4. **María Carolina Odone,** Institute of History, School of History, Geography and Political Science.

5. **Juan Echeverría,** Director of Admission and Student Financing, Academic Vice President's Office.

6. **M. Loreto Martínez**, Penta UC.

7. **Olaya Grau,** Faculty of Social Sciences.

8. **Gloria Jiménez-Moya,** School of Psychology, Faculty of Social Sciences.

9. **Luis Cifuentes,** Faculty of Engineering.

10. **María Lara Millapan**, Villarrica Campus.

11. **Lake Sagaris,** Faculty of Engineering.

12. **Eduardo Valenzuela**, UC Institute of Sociology, Faculty of Social Sciences.

13. **Wolfgang Rivera**, Faculty of Mathematics

14. **Alejandro Clocchiatti,** Faculty of Physics.

15. **Antu Quintulen**, Undergraduate Student.

16. **Lilian Canales,** Faculty of Social Sciences.

17. **Andrés Gutiérrez,** Undergraduate Student.

18. **Mónica Antilén,** Director of the School of Chemistry.

19. **Lynda Pavez,** doctoral student, School of Chemistry.

20. **Javiera Muñoz**, Office of Inclusion.

21. **Sara Ovalle**, UC College.

22. **Francisca de la Maza,** Faculty of History and Geography (Institute of History).

23. **Carolina Méndez,** Director of Student Affairs, Academic Vice President's Office.

24. **María Luisa Méndez,** Institute of Urban Studies.

25. **Héctor Carvacho,** School of Psychology, Faculty of Social Sciences.

26. **Benjamín Cruz**, UC Pastoral Director.

27. **Almendra Aguilera,** Senior Advisor.

28. **Gala Fernández,** Faculty of Arts (School of Arts).

29. **Luis Rizzi,** Faculty of Engineering.

30. **Cecilia Ponce Quilencheo**, Human Resources Department.

31. **Miguel Contreras**, Workers' Union.

32. **Gonzalo Valdivieso**, Villarrica Campus Director.

33. **Manuela Álamos**, Inclusion and Student Affairs Office, Villarrica Campus.

34. **Bárbara Prieto,** Director of Institutional Analysis, Provost's Office.

35. **Inés Rosales,** Faculty of Agronomy and Forestry Engineering.

36. **Enrique Vergara**, Faculty of Communication.

37. **Rodrigo Gutiérrez,** Faculty of Biological Sciences.

38. **Ricardo Hernández,** Faculty of Engineering.

39. **Gonzalo Pizarro,** Director of Academic Programs, Academic Vice President's Office.

40. **Mónica Arellano,** Director of Projects and Philanthropy, Institutional Management Provost's Office.

41. **Paula Bedregal,** Faculty of Medicine.

42. **Pablo Pasten,** School of Engineering (Department of Hydraulics and Environmental Engineering).

43. **Fernando Pairicán,** School of Anthropology, Faculty of Social Sciences.

44. **José Tessada,** Faculty of Economics and Administration.

45. **Consuelo Irribarra**.

46. **Maribel Florez,** Global Training Director of the VRAI.

47. **Ingrid Bachmann,** Faculty of Communication.

48. **Diego Cosmelli,** Director of the Graduate School, Vice President's Office for Research.
49. **Claudio Latorre,** Faculty of Biological Sciences.
50. **Pedro Iacobelli,** Faculty of History, Geography And Political Science.
51. **Paula Miranda,** Faculty of Letters.
52. **Fernando Pairicán,** Anthropology, Faculty of Social Sciences.
53. **Constanza Cruz,** Undergraduate student in Anthropology.
54. **Eduardo Mera,** Faculty of Theology.
55. **José Alcalde,** Faculty of Agronomy and Forestry Engineering.
56. **Marcela González,** School of Nursing.
57. **Patricia Guerrero,** Faculty of Education.
58. **Silvana Zanlungo,** Director of Academic Development, Academic Vice President's Office.
59. **Enrique Muñoz,** Faculty of Philosophy.
60. **Sebastián Donoso,** School of Law.
61. **Paula Miranda Sánchez,** School of Social Work.
62. **Maria Elena Boisier,** Research Director, Vice President's Office for Research.
63. **Jaime Coquelet,** Executive Director of the Center for Intercultural and Indigenous Research (CIIR)
64. **Claudia Lira,** Institute of Aesthetics.
65. **Ana Luisa Muñoz,** Faculty of Education.
66. **Mara Silva.**
67. **Alfredo González,** Office of Sustainability.
68. **Luis Iturra,** President´s Office courier.
69. **Marjorie Murray,** School of Anthropology.
70. **Mariela Cariman,** Villarrica Campus.
71. **Solange Campos,** School of Nursing.
72. **Patricia Matte,** Campus Ministry.
73. **Danilo Espinoza,** Faculty of Arts (School of Arts).
74. **Verónica Guarda,** Director of Communications, Vice President's Office for Communications and Cultural Extension.
75. **María Ignacia Henríquez,** FEUC 2021 president.
76. **Miryam Singer,** Director of Art and Culture, Vice President's Office for Research.
77. **Fernanda Vicuña,** Director of Personnel, Vice President's Office for Economy and Management.
78. **Pedro Mege,** School of Anthropology, Faculty of Social Sciences.
79. **Claudio Antilef,** Library Services.
80. **Margarita Alvarado,** Institute of Aesthetics.
81. **Héctor Castillo Cariman,** Representative of Workers' Union 5.
82. **Rayén Alarcón,** Undergraduate Student.
83. **Camila Contreras,** School of Psychology.
84. **Roberto González,** School of Psychology.

To learn more about the UC Intercultural Program, visit
https://interculturalidad.uc.cl/

Do you have questions or comments?
Write to **interculturalidad@uc.cl**

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